

direct effect on student enrollment or success if they are filled by the start of the next term. On the other hand, when faculty vacancies occur in the midst of a semester or persist into the academic year they are more disruptive. We report both types of faculty vacancies on page 42.

Last year, on October 1, 2006, there were 61 full-time and 37 part-time nursing faculty positions vacant in North Carolina.⁸ One year later those numbers were remarkably similar: 59 full time and 38 part time positions vacant⁹ (see page 42). The majority (61%) of full time vacancies were in BSN programs. The majority (66%) of part time vacancies were in ADN programs. On October 1, 2007, 5.2% of all full time nursing faculty positions and 5.4% of all part time positions were vacant and being actively recruited.¹⁰ The most recent national data¹¹ showed an overall 6% vacancy rate for full time nurse faculty in 2006. However, vacancy rates vary by program type – see page 42 for the details. It should also be noted that if every faculty vacancy were being actively recruited the vacancy rate would be much higher in most program types.

In the table at the bottom of page 42 the average number of weeks that these vacant positions have been open is reported. This gives some idea of the difficulty faced by nursing programs in filling these positions. The type of expertise needed to fill those vacant positions is detailed on page 43. Nurses with a Medical/Surgical background are most in demand, as are those with a varied background (generalists) who can teach fundamentals. The types of skills being sought are broken down by program type to illuminate their different needs.

This report provides a wealth of information about nursing education programs and students in North Carolina. Our ability to trend changes in various metrics of success like completion rates, graduates, and student diversity characteristics allows us to determine if North Carolina is making progress in addressing the issues facing the nursing workforce in our state. These issues include a shortage of nurses – especially RNs - that is expected to occur over the next 10–15 years as large numbers of our most experienced nurses (including faculty) reach retirement age; the need to increase the gender, racial, and cultural diversity in the nursing workforce to better reflect our general population; and the need to create a larger pool of RNs with advanced degrees to address the needs in both our practice settings (i.e. Nurse Practitioners, Certified RN Anesthetists, Nurse Midwives, Clinical Nurse Specialists, and health system administrators) and our nursing education system.

⁸ NC Center for Nursing. North Carolina Trends in Nursing Education: 2003 – 2006, August, 2007.

⁹ For the purposes of this report, a current vacancy was recorded only when a position was both empty and being actively recruited as of October 1, 2007.

¹⁰ The vacancy rate is the percent of all budgeted faculty positions that are vacant and being actively recruited at a specific point in time – in this case October 1, 2007.

¹¹ Kovner, C., Fairchild, S., and Jacobson, L. Nurse Educators 2006. National League for Nursing, NY, NY. 2006.